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Information about a program for gifted pupils is provided. Areas contained are: identification of gifted pupils, requirements and procedures for enrollment in special classes, outstanding features of the program, and its administration and supervision. Some of the special features of the program which are given particular attention are literature, individual research projects, beginning typing instruction, French, and homework assignments. Methods that have proven successful in developing good study habits, creative and critical thinking, self appraisal and self-direction, courtesy, and a respect for the ability of others have been carefully evaluated and specific suggestions for their use are included in the sections on Literature and Research projects.

Various aids for teachers of gifted pupils are included. Sample daily programs for each of the fifth-, sixth-, and junior high- grade levels are inserted as guides. Suggested books and supplies for implementing the program, reference books for teachers, and book lists for pupils of different grade levels are included also.

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# HANDBOOK FOR TEACHERS

# OF

# CLASSES FOR GIFTED

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Indianapolis Public Schools
Special Education Department

# HANDBOOK FOR TEACHERS

# OF

# CLASSES FOR GIFTED

Special Education Department

Indianapolis Public Schools
Curriculum Bulletin #62
1963

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## PREFACE

The material presented in this Handbook has been prepared by the administrative and teaching staffs of the special classes for gifted pupils in the Indianapolis elementary schools.

The bulletin contains information about the program that should be familiar to all teachers of these classes, such as identification of gifted pupils, requirements and procedures for their enrollment in special classes, outstanding features of the program, and its administration and supervision.

Methods that have proven successful in developing good study habits, creative and critical thinking, self appraisal and self direction, courtesy and a respect for the ability of others have been carefully evaluated and specific suggestions for their use included in the sections on Literature and Research. Teachers will find many and varied aids within this Handbook.

Today we realize more than ever before that gifted children do need special attention. They need challenging and stimulating instruction. Academic excellence and a concern for the welfare of others are not achieved by chance. It is the privilege and obligation of their teachers to provide the skillful guidance needed to develop their high abilities and a feeling of responsibility for the wise use of these abilities. Homogeneous groupings are valuable both for teachers and pupils in promoting these goals.

# DEVELOPMENT AND ADMINISTRATION OF ELEMENTARY CLASSES FOR INTELLECTUALLY GIFTED CHILDREN

## Indianapolis Public Schools

The special class program for gifted children in the elementary schools of Indianapolis began in the fall of 1952 with two classes. The preliminary planning, the establishing of the classes and the administration and supervising of the program was made the responsibility of the special education division of the Pupil Personnel Department.

The year preceding the initiation of special classes, the coordinators of elementary and secondary education met regularly with the supervisor of special education to discuss, plan, and work out procedures for developing a definite and acceptable program for superior pupils.

The school city was divided into four sections for meeting purposes and each section included twenty-two or three elementary schools. Discussion meetings were held in each section with the principal and two interested teachers attending from each building included in the section. These representatives in turn took back to their associates reports of these meetings for further discussion. It was decided in the spring of 1952 to experiment with two special classes at the 5th and 6th grade levels. In the present program special classes are provided for pupils in grades 5,6, 7 and 8.

The testing program of the Indianapolis elementary schools includes group intelligence testing in grades 1,4, and 7. All pupils new to the city schools are also tested regardless of grade level. The results of the group test serve as a basis for the selection of pupils for individual testing. A list of all pupils scoring 125 IQ or above is sent to the supervisor of special education together with any recommendations from teachers and principals. Pupils that are outstanding in their class work may also be referred for an individual test even though their group test results do not reach minimum requirements. Parents also may request a psychological test for their children.

Enrollment criteria:

1. Pupils scoring 125 IQ or above on group test.
2. Pupils that principals and teachers recommend for enrollment.
3. Pupils thus referred are given a Stanford-Binet test administered by school psychologist. (Parental consent necessary.)
4. Recommendation for enrollment made by the psychologist.
5. Final decision on placement made by Supervisor of Special Education.

Not all of the pupils accepted for special class placement have been high achievers in the regular class. Such pupils are enrolled in an effort to challenge them through an enriched program to use their high ability more effectively. Pupils with special skills such as music and art are included if they are also "academically talented". Handicapped and maladjusted pupils are accepted on the same basis.

The first contact with parents of children who are to be checked for enrollment in a special class is made by the principal and teacher of the home school. Following this preparatory step, the parents receive a letter from the supervisor of special education. In this letter material is enclosed which explains the special class program and answers the most common questions asked by parents about the classes. The following topics are discussed.

1. Methods of selecting pupils for the special class
2. Content of the program in the class and how it differs from that of the regular class.
3. Pupil reaction to the program
4. Problems pupils may encounter as members of a special group, such as: transferring to another school and the transportation involved, meeting the questions of children in the home neighborhood, adjusting to a new environment, and the added responsibilities they will have.
5. Parents' responsibilities
6. Parents' year end evaluation of the program.
7. Objectives of the special class program.

Parents are invited to talk personally with the supervisor if they wish and many of them take advantage of this opportunity. In addition, before the children are tested, group meetings with parents are set up in buildings where special classes are located. At these meetings, the program is discussed and parents have an opportunity to visit the classes. Many questions and doubts are cleared up in such meetings. Sometimes, children who are given a psychological test do not qualify for placement in a special class. In these pre-test meetings the supervisor can help parents to understand why it is better for such children to remain in a regular class than to enroll in a special class where competition may be too great.

Additional meetings for the parents of children enrolled in the classes are held at intervals during the school year. The meetings are informal in character and many phases of the program are clarified.

The program for the gifted pupils in these classes is basically that in any classroom, with additional features. The pupils do all the work included in the curriculum for their grade but it is possible to enrich the courses in social studies, science, literature, history, and language arts far beyond what can be done in a regular class, which has pupils of widely varying ability. Regular subject matter is expanded through teacher-pupil conferences, educational excursions into the community, special research projects developed by each pupil and individualized instruction.

The study of French begins in the 5th grade and typing is taught in the 7th and 8th grades. The children learn French much as an American child or a French child learns his native tongue - through conversation - talking with the French teacher and with each other about familiar things, school, home, pets, holidays, clothing, buying things at the store, games, songs, plays, etc.

When they have acquired a good vocabulary they begin reading short stories in French and translating them into English.

Formal French grammar is not taught until the 7th and 8th grades. By that time the pupils have considerable knowledge about sentence structure.

In Junior High School the special class pupils cover the work of the first semester French course in high school. If they complete the semester's work successfully they may skip French I in high school. Some of the pupils are able to complete a full year's work in the 8th grade and enroll in second year French class in high school.

The budget for supplementary supplies for a program of this type is included in the annual special education budget. During the years that the Indianapolis program has been in operation, there has been a gradual building up of sets of literature books at various levels as well as single copies of reference books for individual research. The classes have all of the text books furnished for regular classes and all supplementary books in science, reading, language arts, mathematics, and social studies. Science equipment is furnished through the science department for each class and many visual aids are available through the Audio-Visual department. The special education department purchases an unabridged dictionary, an atlas, and a thesaurus. Each class has one or more sets of encyclopedias. When the program was young, the Indianapolis Foundation and the Junior League contributed additional money for needed supplies for these classes. The fact that the program began on a small scale (2 classes) and increased gradually has made it possible to keep the annual budget for supplies within reasonable limits. It is not the quantity of material available in the classroom that is most important, but learning to tap outside resources; library, museums, field trips, and many others. This provides training in independent study and in using the tools of learning.

The staff of the Indianapolis library is most cooperative in furnishing reference books and materials for the pupils and in sending sets of books to the classrooms for circulation among the pupils.

At the end of the school year, parents are given an opportunity to evaluate the program. The questionnaire given to the parents and typical replies are listed below:

A. What have you liked about the class your child has been attending this year?

1. Course of study, especially French, and more advanced literature.
2. High standards and ideals in the classroom.
3. Individual attention and encouragement pupils receive.
4. Good teacher and pupil relationship.
5. Group adjustment
6. Well planned, cooperative work schedule.
7. Morning talks and research topics.
8. Encouragement to work to capacity.
9. More challenging program.
10. Stimulating competition.

B. What gains have you noticed that your child has made which might be due to this class.

1. More willingness to accept responsibilities of home work.
2. Increased self confidence and poise.
3. Increased interest in general schoolwork.
4. Improved study and work habits and a more efficient use of time.
5. Fuller understanding of self and abilities.
6. More originality in written expression.
7. Ability to use reference books intelligently.
8. Ability to work independently.

C. Has your child developed new interests?

1. Interest in foreign language and foreign countries.
2. Science
3. More interested in reading.
4. Current events.
5. Study of rocks
6. Athletics.
7. Music
8. Chess
9. Room paper
10. Literature.

D. What problems have you noticed that have arisen because of this class?

1. Many parents say no problems have developed - others listed
   a. Transportation
   b. Widely scattered friendships
   c. Budgeting time in family.
   d. Less time for outside activities

E. What are your suggestions for improvement?
   a. More parent education
   b. Keep classes small
   c. Less homework
   d. Closer parent contacts.

With the questionnaire, the parents receive a stamped return envelope addressed to the supervisor of special education. It is not returned to the classroom teacher and a signature is not requested.

The response is good and the answers are frank and honest. Answers are tabulated and each special class teacher receives a copy. The answers are helpful and furnish material for discussion in group meetings of the special class teachers.

Teachers for these classes are selected on the basis of their past record as teachers in the Indianapolis schools, on the recommendations of principals and consultants, and on their own interest in the field of the gifted. Their salaries are the same as teachers of regular classes with equal training and experience

In providing for in-service training of teachers of these groups., the Junior League, The Indianapolis Foundation, and the Lilly Endowment Fund have contributed generously for scholarships for these teachers.

# EVALUATION QUESTIONNAIRE

**TO PARENTS:**

We will appreciate it if you will answer the following questions frankly. By so doing, you can help us in evaluating our classes and improving our program. Please return this questionnaire to the Special Education Office 150 North Meridian Street. A stamped addressed envelope is enclosed.

1. What have you liked about the class your child has been attending this year?

2. What gains have you noticed that your child has made which might be due to this class?

3. Has your child developed new interests?

4. What problems have you noticed that have arisen because of this class?

5. What are your suggestions for improvement?

Ben Morgan - Supervisor
Special Education

## FORMS AND LETTERS

The following forms and letters are used by the Special Education Department for referral, parent notification, and placement of gifted children.

1. Henman-Nelson report form.
2. Notice to principals after H.N. test has been given to 4th grade pupils.
3. Notice sent to principals with psychological request blanks.
4. Initial letter sent to parents relative to classes for gifted children.
5. Brochure giving information about the Indianapolis program for gifted children. This is included with the initial letter to parents.
6. Letter sent to parent if child qualifies for enrollment.
7. Notice of placement sent to sending principal.
8. Notice of enrollment sent to receiving principal.

## LITERATURE

"In the Language Arts program, Literature is both a desirable experience in and of itself and a valuable resource for providing children with meaningful activities that broaden and deepen their use of their mother tongue effectively and acceptably."

The Literature program in the special classes is one of the strong features from the standpoint of popularity and opportunity for enrichment. Children in these classes have the capacity to understand that which has depth, the power to appreciate that which has beauty, the skill to analyze controversial material and the competency to recall aloud intelligently any material--drama, poetry, or prose. Well selected books offer possibilities for character development correlation with other studies (particularly social studies), reference and research, oral and written expression, organization of thought, appreciation of quality in literature and techniques in group discussions.

Literature books are chosen for the classes by a committee of teachers and a librarian. Any member of the teaching staff may recommend to the committee that a book be reviewed and considered as one to be purchased.

The sets of books are placed in the Special Education Office where teachers may go to select them, or they may telephone or write their requests. If the chosen books are not in use by another group, they are sent by truck to the building of the teacher making the request. All literature books are ordered directly from the Special Education office rather than being exchanged by the teachers. Immediately after the class has finished with a set of books, the teacher sends them to the office where they will be available for the next person requesting them. (A list of these books for each grade level may be found under "Information for Special Class Teachers".)

### Teacher Preparation

The teacher should be thoroughly familiar with the book and exercise great care in formulating the questions. Usually two or three challenging questions are composed by the teacher and may be written on the chalkboard or mimeographed. Sometimes one leading, well planned question can evoke enough discussion for one period. There is much opportunity for variety in question making. These questions should stimulate interpretation and reasoning and it is around them that the child directs his thinking for the group discussion. This cannot be accomplished by simple recall questions. A vocabulary of difficult and unfamiliar words taken from the assignment is kept and discussed at the close of each lesson.

---

1. Leland B. Jacobs -- Children Need Literature
   Elementary English, January 1955
   Page 16

Examples of Questions used for literature assignments:

On Safari- Theodore J. Waldeck

What was the important lesson Waldeck learned from his first day on his expedition?

Compare the reception Waldeck expected with the one he received.

Discuss the responsibility a leader has for his men.

What was done in order for Waldeck to be worthy of membership in this expedition?

Windows for the Crown Prince -Elizabeth Gray Vining

What was there about Princess Kazuko's wedding which you found most interesting and most unusual?

What did the princess' answer to the reporter at the close of Chapter 34 reveal about her character?

Were there any other indications of this type of character revealed in any other part of the account of the wedding?

There are several incidents or statements in these three chapters, very brief in themselves, which are significant from the stand point of international relationships. How many can you find and why do you think they are significant?

During the literature class, children not in the group, work quietly at their desks. The teacher sits with the group during the discussion and enters into the conversation to correct any erroneous concepts the pupils may have, to bring to their attention any major points overlooked, and prevent their going too far afield. The responsibility of the leadership rests on the child chosen to be leader. Thus, only one literature class should be conducted at a time.

## Pupil Preparation

A notebook is kept by each child in the group, to help in the art of organization, condensation of thoughts into notebook form, and to serve as his guide in group discussion. A spiral notebook should be used. The first page has the pupil's name, grade, and subject. In the center of the page is written the name of the book and the author. The next two pages opposite each other through the rest of the notebook are arranged as follows:

The left hand page contains the questions and evidence to substantiate the pupil's answers.

1. Prove in as many ways as you can that Olav and his mother were God-fearing people.

2. What preparation did Helga make for her son's journey?

| Question | Page | Paragraph | Evidence |
|---|---|---|---|
| 1 | 25 | 2 | His mother's prayers |
| 1 | 27 | 2 | Olav crossed himself and knelt |
| 2 | 31 | 4 | opened two chests |
| 2 | 34 | 3 | Sword, hilt, and scabbard |

The right hand side of the notebook contains the pupil's comments. This part prepares him to share his ideas with the rest of the group. Hrere the teacher gains an idea at what depth he has read and interpreted.

It is from answering the questions and the comments by the pupil that he develops an appreciation for the author's style and basic philosphies. More important, it is here that he develops philosphies and opinions of his own and gains attitudes of respect for the ideas and opinions of others. In addition, he learns techniques of informal discussion.

| Page | Paragraph | Comments | Key Words |
|---|---|---|---|
| 6 | 4 | New worlds for young people to conquer today; disease, traffic hazards, crime, etc. | service to others. |

One of the values of this type of notebook is that it prevents verbatim reproduction material. Answers to questions therefore should not be written out in full. The vocabulary may be written at the close of each assignment in the notebook or a section may be reserved in the back of the notebook for the vocabulary chosen from all the chapters/

It is necessary for the child to read the chapters through several times in order to understand the story, answer the questions, analyze the author's style, build vocabulary, enjoy the plot and unusual phrases, and to formulate his own ideas and comments..

A guide for organizing literature groups might consist of the following:

A. Miscellaneous details
   1. Discussion periods are held oncw each week
   2. Groups consist of 8-10 pupils
   3. Discussions are conducted by pupils
   4. Discussion standards are set up by pupils in an early meeting
      The rules are usually made into a chart to use in frequent reference and evaluation.

B. General plan
   1. The book is introduced and overviewed as to:
      a. Physical make up (appearance, print, illustrations)
      b. Publisher, date of publication, printing, copyright, dedication
      c. Comments about the book as given on back flaps, book catalogs, newspapers
      d. The author (information about the author is sought from other sources)
   2. A schedule for pupil leaders is made early--perhaps at first meeting of the group. A different leader is chosen for each weekly discussion.
   3. The weekly discussions -- so
      a. The questions should be thought provoking that they challenge even the best thinkers.

      b. Length of assignment depends upon the type of reasing being done pupil time available, and how much discussion will likely result from questions.

      c. Emphasis is placed on vocabulary growth.

      d. Character study is important.

      e. Some work on plot development, criticism, of author's style and skill, forms, of literary expressions, dialect, etc. is desirable/

      f. Opportunity for oral reading is provided in quoting from the book to prove points or illustrate a point.

      g. An evaluating follows each discussion. Pupils like to record results of the evaluation.

A. Discussion leaders should:
   1. Be well prepared
   2. Be ready to give a short, interesting resume. (How to give a resume' should be taught in advance; perhaps in an English lesson)
   3. Participate in the discussion. Keep the discussion moving and decide when a new topic or question should be introduced.
   4. Try to budget the time so that all questions are discussed.
   5. Keep the discussion on the subject.
   6. See that all have a chance to contribute.
   7. Check the new vocabulary.
   8. Evaluate the lesson by using the Evaluation Chart.

B. Members of the group should:
   1. Be prepared;
      a. Hve notes well done in literature notebook
      b. Bring text book and a doctionary.
      c. Be ready to contribute to the discussion
   2. Be courteous to others
   3. Know what they are going to say, and speak so that all in the group can understand.
   4. Give evryone a chance to contribute.
   5. Pay attention to the requests of the leader.
   6. Be good listeners.
   7. Stick to the subject.
   8. Avoid repetition except for emphasis.
   9. Be able to prove statements with references from the book.
   10. Offer contributions without raising their hands.
   11. Use verbal vehicles.

EVALUATION

Pupils shpuld help to prepare the questions on thw evaluation chart. The following are suggestions:

1. Was everyone in the group prepared?
2. Did all contribute?
3. Were the contributions worthwhile?
4. Was there a variety of contributions?
5. Were there interruptions?
6. Was there sharing of ideas?
7. Was there originality?
8. Did the leader do all that was expected of him?
9. How can discussions be improved?

I. Examples of Summaries of Literature Books

A. Who do you think is the most important character in the story? Why?
B. What is the climax of the story?
C. In your opinion, what is the real strength of the story?
   1. The character study
   2. The plot
   3. The vivid description
   4. Familiarity with the area and its people
   5. The dialect
   6. The message of the author
D. Evaluate to the book as to -
   1. Readability
   2. Wotthwhileness
   3. Lasting impressions made upon you.

(This sample was prepared to use with The Yearling)

## II. Evaluation of Book

1. Write a brief resume' of the book highlighting those parts which seem most impressive to you. Limit this to one page or less.

2. Comment on the author's style and his ability to hold your interest.

3. Select one passage to red aloud and give reasons for your choice.

4. Relate this book to your own experience. and make any applications you can of situations or problems which parallel your own problems.

5. Recommend (or not) this book for its appeal.

## RESEARCH

One of the specific features of the special class program is training in individual research. Two types are the "short term" and the "long term" research. When the child enters these classes and the training is begun, emphasis should be placed upon the "short term" talk in order to give the child an opportunity to build up confidence in his ability to talk before his peers. A timid child may not be ready to give a talk his first semester ihe class.

One "long term" talk a year will be sufficient so that more time may be spent on creative and academic work. These talks may last approximately thirty or forty minutes: more or less. The purpose is to strive fpr quality of the talk, rather than the length or number given.

The short talk should last approximately five to ten minutes. The topic is one of the child's own choice, approved by the teacher and a research committee chosen by the class. The pupils have been previously instructed in research, organization of materials, outlining, and all the techniques of preparing and delivering a talk.

It is important to note that in the beginning students need careful instruction in locating material and the know-how of research before they give a research report before the class. This technique of teaching the steps in research has been found satisfactory:

1. Choosing the subject, limiting it and adequately stating the topic;

2. Finding sufficient material which they can read and understand;
    a. Sources of material
        1. Libraries - Use of card catalog, Reader's Guide, Books
        2. Encyclopedia - key or guide books
        3. Refernce books
        4. Current publications (magazines, newspapers, etc.)
        5. Museums - visual aids of all kinds
        6. Personal interviews - field trips
        7. Write letters for information and materials.

3. Taking notes on resource material. The teacher must have taught techniques of note taking carefully in order to prevent the children from copying long passages from the book. Another help is to make note of the book and pages from which notes are taken in case they wish to refer to it again.

4. Organizing notes on index cards into a report, using key words and phases, and becoming familiar with the material selected. (All the visual aids they have collected and prepared should now be fitted into their proper place. The children should be led to realize that they must know much more about their subjects than they will use in their talks. The broader the scope of knowledge on the subject the better the talks will be and the more they can contribute in the discussion period.)

5. Presenting talk before class on date signed on the calendar. The following should be emphasized:

1. A good opening and concluding statement.(May be an appropriate poem, quotation, etc.)
2. Correct speech and enunciation
3. Good posture
4. Talking from notes (Read only briefly quotations and excerpts Each child is responsible for his own achievement, but in the process of his preparing his talk the teacher checks his progress and gives him nelp as needed. Ths child is expected to choose a topic which is accepted at his grade level. Home study time is used in preparation of the report except for conferences with the teacher. Preparation of visual aids is the responsibility of the student.)

After the pupil has finished his talk, members of the class make valuable contributions pertaining to the subject, ask worthwhile questions, and then evaluate the talk.

Points for the evaluation should be set up by class and teacher and should be revised from time to time.

They may include the following:

1. Limit the topic to a few phases or aspects so that it may be thoroughly covered by the report.
2. Follow a planned outline and use notes.
3. Use visual aids large enough to be seen clearly.
4. Have several sources of information and be able to prove statements made.
5. The report should teach listeners something not generally known about the topic.
6. Observe reasonable tome limits. (Approximately 30 to 45 minutes)
7. Summarize where possible -- reemphasizing important points.
8. See that new and technical vocabulary is explained and understood. Put words on chart or blackboard.
9. Have an opening sentence that will capture the attention and interest of the audience. Have a good conclusion to the talk.
10. Include bibliography.
11. All the rules of good public speaking should be observed in presenting the talk.

Reminders: Both preparation and delivery are important. Careful preparation cannot make up for poor delivery, and a good delivery cannot substitute for thorough and careful preparation. The teacher should strees the difference between reading a dissertation and making a yalk.. These reports should not be read.

Certain reading skills are basic to research and need to be taught, retaught, or reinforced as the need arises..

Extensive reading will broaden pupil's knowledge of subjects.

Intensive reading will give detailed information.

-Skimming will glean bits of information rapidly.

In evaluating research of either type, close adherence to standards worked out by the class and teacher is necessary. The teacher's evaluation will also include individual improvement made by the student in measuring up to the standards. Evaluations made by children may either be oral or written, or a combination of both. In fifth and sixth grades, pupils need oral practice in order to develop good judgment and objectivity.

In the class evaluation, emphasis is placed on resources used, the additions to the pupil,s vocabulary, the use of the English language and the quality of work worthy of the time and effort of the student at his grade level.

Careful listening is essential for making related and sensible comments and asking pertinent, logical questions. It should be stressed that pupils need to analyze the content carefully to determine the "why" and tie up the facts with "cause and effect".

The standards may be printed on charts and kept before the group especially during evaluation. Worthwhile standards need constant revision. A review of the standards used in the previous grades will help the class to decide which to reject and what new standards should be made.

SAMPLE EVALUATION CHART

Did the speaker:

1. Have an interesting subject limited to one phase or aspect
2. Have at least three sources of information
3. Assume good posture
4. Speak clearly and distinctly
5. Follow an outline on cards
6. Have good visual aids to enhance talk
7. Write new and technical words on board or on chart
8. Have a good opening and concluding statement

Standards of listening should be developed by teacher and class. They might include some of these points :

Listen attentively
Formulate intelligent questions
Think critically and logically as talk is being made
Avoid distractions and interruptions

Fifth and sixth grade students just entering special classes need frequent conferences with the teacher to give constant guidance in the afore-mentioned techniques. The Junior high teacher continues to build on the foundation laid in the former grades. She gives students the guidance and opportunity for independent study in areas of their interests.

## TYPEWRITING IN SPECIAL EDUCATION

The teaching of typewriting in the 7th and 8th grades is another special enrichment feature.

The primary objective is to teach by touch association the complete typewriter keyboard, its letters, numbers, and pertinent symbols. Procedure will be explained in more thorough detail in the section on methods of teaching.

Having the typewriting touch system at ready command should enable the student to render neater assignment presentations. It must be noted here, however, that we are in no ways to minimize the necessity of insisting upon good and legible penmanship. Whether or not assignments for classes other than typewriting should be typed can be left to the discretion of the teachers of subjects. But knowing the typewriter and how to use it efficiently will be invaluable throughout the pupils' academic careers.

The student who uses a typewriter in a classroom or on a job must learn to follow specific directions. Any class imposes characteristic disciplines; however, in typewriting following directions must be especially emphasized because an expensive machine is involved. If the machine is not operated correctly, the outcome will not only be an unsatisfactory assignment but uncalled for damage to the machine. The student must develop a sense of responsibility for the proper care of the school typewriters as well as his own.

Just as the teen-ager anticipates the moment he will take his first driving lesson, so does the junior-high student, with a certain amount of apprehension, approach the typewriter. These feelings, of course, gradually disappear as the student learns that the machine will do exactly as he bids it. They are replaced by a sense of satisfaction with the first tangible evidence that the student is typing without looking at his hands or the keyboard.

Teaching the student to type in the junior high school is an appealing and convenient means of improving his accuracy in spelling. Words themselves are dramatized by the very touch of the keys, and spelling drill which might otherwise be boresome is fulfilled with not only a list of words typed perfectly, but learned perfectly. This is rewarding to the student in ways he does not even realize.

Typewriting taught in special classes will decrease not only the close eye work of the student but the teacher as well. With the great abundance to be done for students on the junior-high school level, this fact should not be overlooked.

Even though there is a limited number of typewriters available for classroom use, a valuable lesson is sharing and joint responsibility is taught in realistic terms. In one sense, this benefit is certainly as important as learning to type.

General Methods

Emphasis must be placed on proper technique. This will necessitate the teacher's giving full attention and supervision to the pupil during his practice periods until he is thoroughly familiar with the keyboard. In many instances the teacher should demonstrate on the typewriter so that the child will both see and hear the proper stroking.

Many of the lessons will take more than one day, particularly, with beginners. A typewriting lesson ten to twelve minutes is usually long enough for such pupils. After the teacher has made corrections, the pupil should date and file his papers in order to keep a record of his progress.

Oral dictation or dictation from a recording machine is one of the best means of gaining proficiency and speed. When work is to be copied at the typewriter, it should be in large print and placed directly in front of the pupil at his eye level. When a stand or copyholder is not available, the typewriter should be moved near a chalkboard or bulletin board and the usual precautions about proper lighting and correct position observed.

A considerable amount of time should be devoted to getting acquainted with the typewriter before the student ever touches it. This instruction will help prevent needless accidents besides saving the teacher and the student much time when the stage of typing individual lessons at an individual rate of speed is reached.

Besides the discussion concerning the machine, orientation lectures should stress position at the machine, procedure in finding the home keys, finger exercises for relaxation of tense or tired muscles, clean up procedure, and opening and closing of the machine.

Under no circumstance should a lesson with a strikeover be accepted as satisfactory. When the student develops this habit, it is a difficult one to break. There are many offices which will accept neither strikeovers nor erasures.

After the student has mastered the fundamentals of the keyboard, speed and accuracy should be stressed. Before the student takes his first timing, explicit directions should be given as to the procedure being followed. Even the uninterested student will be spurred to greater achievement under the pressure of the timing. Also it is an advantageous time for the teacher to check individual faults of the student and his relations to the machine.

No text has been prescribed for the course, however, stress should be placed on such elements as letter-writing, centering titles, rules for spacing, tabulation, using numbers and symbols, and creating of good concise paragraphs. This, of course, must follow according to the student's individual ability once the entire alphabet has been mastered.

As soon as the child learns the keyboard, he should use the typewriter in the preparation of many of his lessons. In intermediate classes, most of the pupil's outside written work can be done on the typewriter.

# FRENCH

Only teachers licensed to teach French are selected to teach French in the special classes. Since each teacher's assignment includes classes in several buildings, it is necessary for schedules.

Since the French teachers are assigned classes in several buildings it is necessary for them to arrange their schedules so that each class may have a full period and the teacher will spend a minimum amount of time in traveling from one school to another.

Every effort will be made by the French teachers to adjust their class periods to those of special class teachers provided this can be done without undue increase in travel distance or curtailing classtime in other buildings.

Special class teachers should be familiar with the French course of study, beginning with the preface, which includes an over all view of objectives and procedures in the teaching of French. Each teacher should have a copy of the course of study.

The classroom teacher can increase the effectiveness of the program in French by helping the pupils understand (1) the advantage of learning early to speak a foreign language, (2) the value of acquiring fluency in several foreign languages in high school and college, and (3) the need for the same careful attention and preparation for French class that they would give the other major subjects in the curriculum.

The French teacher is responsible for each class while she is teaching it and only on rare occasions and with her consent, should the classroom teacher remain in the room during the French lesson. The same consideration should be shown by special class teachers that they would desire from any visitor to their classroom.

# HOMEWORK

## What is homework ?

Homework may be defined as work which has been assigned but for which there is not enough school time to prepare.

## What are the purposes of homework ?

1. To provide an opportunity for individual study to gain self reliance and initiative.
2. To re-inforce learning by providing practice and application of facts and skills learned in school.
3. To enable the student to pursue subjects of his own interests with the purpose of later sharing his experiences and findings with his classmates.
4. To provide training in good study habits which he will need in his future educational pursuits.
5. To enrich school experiences through related home activities.
6. To provide a carry-over of school activities into leisure time.

## What training comes from homework ?

Homework helps the child to develop independent work habits and a keen sense of responsibility. Learning to think independently, objectively, and critically has values which extend into adulthood. By budgeting his time in dealing with long term assignments, the child develops a sense of timing and self-discipline. Learning to concentrate is an outgrowth of homework training. Homework provides the child training in spending of his leisure time wisely.

## What are long term assignments ?

The majority of assignments in the classes for the gifted are given as long-term assignments, which require several days for completion. At the fifth grade level the child will have more supervised study at school. Gradually he will move from the definite assignments to long term assignments. By the Junior-High year level he should be able to accept the responsibility for budgeting his time.

## How can parents help ?

You as a parent can and should take part in directing the child's efforts in these ways.

1. Help your child to get books and materials.
2. Assume the role of supervisor in helping him to budget his time.
3. Insist that work or projects started should be carried through to completion.
4. Adjust the family schedule to provide time for study.
5. Provide a quiet place to work.
6. Encourage questions and suggestions.
7. Discuss with the teacher if you have homework problems.

Training children by means of homework must be given much credit for developing desirable attitudes and helping children along the road to social and mental maturity.

## SAMPLE PROGRAMS

### Grade 5

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| 8:45 | Open Ex. Short talks | Open Ex. | Open Ex. | Open Ex. | Open Ex. |
| 9:05 | Music | Arith. | Arith. | Arith. | Arith. |
| 9:40 | Rel. Ed. Study Per. | Soc. St. | Soc. St. | Soc. St. | Soc. St. |
| 10:30 | Rest Per. | Rest Per. | Rest Per. | Rest Per. | Chorus |
| 10:40 | Soc. St. | Lit. | Lit. | Eng. | |
| 11:10 | Arith. | Gr. I | Gr. II. | Eng. | Phy. Ed. |
| 11:40 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 11:50 | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal |
| 1:00 | Sp-Write. | Eng. | Phy. Ed. | Science | Health |
| 1:45 | French | French | French | French | French |
| 2:25 | Science | Science | Science | Poetry Club | Art. |

Instrumental Music

Tues. 1) 8:20 2) 9:40

Thurs. 1) 8:20 2) 9:40

Library - Thursday 10:30 - every other week
11:00

Opening exercises may consist of announcements, songs, special numbers, a story or poem, pledge and prayer. They may be a project of committees. The room chairman or president of the room club acts as leader.

## Grade 6

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| 8:45 | Open.Ex. | Open.Ex. | Open. Ex. | Open.Ex. | Open.Ex. |
| 9:00 | Lang. Grammar | Morn. Talk | Morn. Talk | Current Events | Morn. Talk |
| 9:20 | Arith. | Arith. | Arith. | Arith. | Arith. |
| 10:00 | Lit. Gr. I | Library Study | Chorus | Lit. Gr. II | Lit. Gr. III |
| 11:00 | Phy. Ed. | Science | Science | Science | Science |
| 11:40 | Dismissal | and Lunch | | | |
| 1:00 | Writing Spell. | Soc. St. | Creative Writing | Soc. St. | Writing Spell. |
| 1:45 | Soc. St. | Art | Soc. St. | Music | Soc. St. |
| 2:25 | French | French | French | French | French |

## Grade 7

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| 8:10 | G-Phy Ed.<br>B-Typing | B-Phy. Ed.<br>G-Typing | G-Phy. Ed.<br>B-Typing | B-Phy. Ed.<br>7aG-Type<br>7bG-Home Ec. | B-Shop<br>7b-G-Hom.Ec.<br>7aG-Type |
| 9:00 | French | French | French | French | French |
| 9:40 | Spell<br>7a Math | 7a Math | Music<br>7b-G-Type | Health<br>Morn. Talk | Literature |
| 10:20 | 7b Math | 7b Math | 7a-G-Home Ec.<br>Boys-Study<br>7b-G-Lit. | Soc. St. | L.A. -Spell.<br>Math |
| 11:00 | Morn. Talk | Lang. Arts | 7a-G-Home Ec.<br>Boys-Type.<br>7b-G-Study | Music<br>Boys-Shop | Morn. Talk<br>Club. |
| 1:00 | Art<br>Choir | Soc. St. | 7a-G-Home Ec.<br>Boys-Study | 7b-G-Home Ec.<br>7a-G-Study<br>Choir | Chorus |
| 1:45 | Lang.Arts | Art | Soc. St. | Lit. | Lang. Arts |
| 2:30 | Science | Science | Science | Science | Science |

## INFORMATION FOR TEACHERS

I. Books and Supplies

A. One of each of the following books is furnished for each special classroom.
   1. Unabridged dictionary
   2. Thesaurus
   3. Atlas
   4. French course of study

B. Requests for literature books for the fall term should be sent to the Special Education Office by June 1st. For the spring term the orders should be received by December 1st.

C. Each set of books should be sent to the Special Education Office as soon as a group has completed it. No book sets should be sent from one teacher to another unless approved by the Special Education Office.

D. Suggestions for literature books to be purchased should be sent to the office. These will be referred to the Book Committee.

E. A French dictionary is furnished to each French teacher.

II. Unassigned Time.

Special class teachers are entitled to the same amount of unassigned time during the school day that is allotted to regular class teachers. That is, twenty minutes per day for teachers below Junior High and one period for Junior High teachers. If, because of French classes etc., teachers have additional teaching time available, they can expect principals to assign them some regular classes or special duties connected with the school.



## REPORTS TO HIGH SCHOOLS ON SPECIAL CLASS PUPILS

In addition to the usual material sent from elementary schools to high schools relative to entering 9B's, a special report is prepared by the Junior High School special class teachers on each 9B entering high school from a class for gifted. (See form on the following page) All sections of this report should be filled out carefully by Junior High School teachers.

Notice is sent to the Junior High School teachers from the Supervisor of Special Education as to when these reports are due in the Special Education Office. All reports are then sent to the Director of Secondary Education who transfers to the chairman of the Superior Child Study Committee of each high school the reports on pupils entering that high school from a class for the gifted.

As a result, a close follow-up on pupils that have been in special classes in elementary school can be made and more effective guidance can be provided in high school.

Each Indianapolis high school has organized a superior child study committee, generally composed of one teacher from each of the academic departments and teacher representatives from some of the special subject areas. This committee is continually evaluating and proposing ways to improve practices for meeting the n needs of the superior. The committee is composed of one teacher representative from each high school, the supervisor of special education, the director of secondary education, and the assistant superintendent in charge of curriculum and supervision. The agenda for the monthly meetings includes a discussion of recent research and of publications concerning the gifted child program, the sharing of ideas and practices for teaching the gifted, and identification of problems for study.*

* "Educating the Most Able High School Students at Indianapolis" - by Lewis W. Gilfoy, - EDUCATION, Vol. 79, No. 1, Sept. 1958

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(A Service of the Association of Educators of Gifted Children)
(Prepared by: Edna R. Oswalt and Kathleen McCutchen)


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"..... children's books keep alive a sense of nationality; but they also keep alive a sense of humanity. They describe their native land lovingly, but they also describe faraway lands where unknown brothers live. They understand the essential quality of their own race; but each of them is a messenger that goes beyond mountains and rivers, beyond the seas, to the very ends of the world in search of new friendships."

Paul Hazard, Member of French Academy

## JOHN NEWBERY AWARD

At the American Library Association Conference held in Swampscott in 1921, one hundred fifty-four years after John Newbery's death, the children's librarians were discussing the children's reading in the home, in the library and in the school. Frederic G. Melcher, the founder of Children's Book Week, was keenly interested in the discussion. He believed that the children's librarians could encourage the writing of more worthwhile books for children by authors of real ability.

As a means of accomplishing this aim, Mr. Melcher proposed that a medal be awarded each year by the Children's Librarians Section of the American Library Association for the most distinquished book for children by a citizen or resident of the United States and published during the preceding year. He suggested that the medal be called the "John Newbery Medal" in honor of the bookseller who seems to have been the first to realize that children have reading interests of their own, and who sought to meet their needs by finding authors to write for them.

Librarians were enthusiastic about the suggestion and each year a book is selected for the Newbery Award by a committee of librarians.

John Newbery was an English publisher (1713 - 1767). He was the first person in England to publish books written for children.

## NEWBERY AWARD BOOKS

| Year | Title and Author |
|---|---|
| 1922 | Story of Mankind, - Hendrik van Loon |
| 1923 | Voyages of Dr. Dolittle - Hugh Loftin |
| 1924 | The Dark Frigate - Charles Hawes |
| 1925 | Tales from Silver Lands - Charles Finger |
| 1926 | Shen of the Sea - Arthur B. Chrisman |
| 1927 | Smoky,-the Cow Horse - William James |
| 1928* | Gay Neck - Dhan Mukerji |
| 1929* | The Trumpeter of Krakow - Eric P. Kelly |
| 1930* | Hitty - Rachel Field |
| 1931 | The Cat Who Went to Heaven - Elizabeth Coatsworth |
| 1932* | Waterless Mountain - Laura Adams Armer |
| 1933* | Young Fu - Elizabeth Lewis |
| 1934 | Invincible Louisa - Cornelia Meigs |
| 1935* | Dobry - Monica Shannon |
| 1936* | Caddie Woodlawn - Carol Brink |
| 1937 | Roller Skates - Ruth Sawyer |
| 1938 | White Stag - Kate Seredy |
| 1939 | Thimble Summer - Elizabeth Enright |
| 1940 | Daniel Boone - James Daugherty |
| 1941* | Call It Courage - Armstrong Sperry |
| 1942 | Matchlock Gun - Walter D. Edmonds |
| 1943* | Adam of the Road - Elizabeth Gray |
| 1944* | Johnny Tremain - Esther Forbes |
| 1945 | Rabbit Hill - Robert Lawson |
| 1946 | Strawberry Girl - Lois Lenski |
| 1947 | Miss Mickory - Carolyn Sherwin Bailey |
| 1948 | Twenty-one Balloons - William DuBois |
| 1949* | King of the Wind - Marguerite Henry |
| 1950 | The Door in the Wall - Marguerite DeAngeli |
| 1951* | Amos Fortune - Elizabeth Yates |
| 1952 | Ginger Pye - Eleanor Estes |
| 1953* | Secret of the Andes - Ann Nolan Clark |
| 1954* | And Now Miguel - Joseph Krumgold |
| 1955* | Wheel on the School - Meindert DeJong |
| 1956* | Carry on Mr. Bowditch - Jean Lee Latham |
| 1957 | Miracles on Maple Hill - Virginia Sorenson |
| 1958 | Rifles for Watie - Harold Keith |
| 1959* | Witch of Blackbird Pong - Elizabeth Speare |
| 1960* | Onion John - Joseph Krumgold |
| 1961 | Island of Blue Dolphins - Scott O'Dell |
| 1962 | Bronze Bow - Elizabeth Speare |

* Purchased by Special Ed. Dept.

## LITERATURE BOOKS

" It is what I think and how I feel about what I read that is important "

## GRADES 5 or 6

### Adam of the Road

The adventures of Adam, son of a minstrel in the days of medieval England and his trials and tribulations, as he works toward the goal of becoming as fine a minstrel as his father, is the plot of this story. His journey through England will form a background for research into the days of chivalry.

### All Aboard for Freedom

This story of how some liberty loving Czechoslavaks escaped the Communists' Iron Curtain holds the reader's interest at all times. One should have a deeper appreciation for our freedom after reading this book.

### Amos Fortune

Amos Fortune was born free in Africa, captured and sold as a slave in Boston. This is the story of his life here, how he obtained his freedom and what he then did with his life. It is a historical story with an unusual message for its reader.

### The Ark

The sacrifices and problems of a West German family shifted from place to place by housing authorities during post war days of World War II. A mother and four children-refugees from their own home - forever on the move hoping for a place that all may live together while father is away. Covers a three year period of hardships but happiness and finally finds mother and children somewhat settled on Rowan Farm living together in a made over railroad car they called, "The Ark". Father returns at Christmas time and it was the most glorious day ever. Excellent reading.

### Banner in the Sky

Banner in the Sky is a story of mountain climbers, their feuds, ambitions, skills, and sportmanship. It is exciting and the story has many opportunities for teaching sportmanship. Some similiarity with terms used in mountain climbing may be acquired.

### Boy Who Had No Birthday

David, an orphan, lived in a toll house on an Indiana highroad. There was no doubt in his mind as to what he wanted to be when he grew up, so he never missed an invitation to hop onto the Doctor's buggy when he drove through the toll-gate. David's life in an Indiana Village 60 years ago and the story of how he begins his chosen career at ten is as American as Tom Sawyer. It is full of boy-fun and adventure and living, likeable people. Though David is an orphan, this is a "family" story of the most delightful sort. The author has used her father as the Doctor and drawn on her own childhood surroundings for the story.

Hans Brinker

First published in 1856, and since translated into many languages, this book still stands as the picture of life in Holland to give to boys and girls. All the strange fascination of Holland, its great flapping windmills, its canals, its dykes, its water-roads, its customs and traditions, are unfolded in the domestic tale of Hans and Gretel and the winning of the silver skates.

Caddie Woodlawn

Story of the adventuresome life of the Woodlawn family (six children) on the Wisconsin frontier during Civil War days. Far removed from the struggle of the North and South, they are more concerned with breaking new farmland and preserving friendly relations with the Indians on the border.

Calico Captive

The true story of the capture of Susanna Johnson and her family was traced back through a collection of rare books at Trinity College. The trail of her imagined adventures led back through the annals of New England and into colorful and fascinating pageant of Canadian History. Story takes place in 1754 during the French and Indian War.

Call It Courage

A tale of Mafatu who though the son of the chief of Hikueru, feared the sea. Based on a legend of the Polynesian people. The struggle on the island is fierce enough to hold attention of boys and girls and the pictures in dark blue, emphasize the loneliness the sense of smallness against the vast sweep of nature, that was his chief trial. The story is wild enough to be remembered, and it cannot be remembered without doing good. Excellent for fifth grade.

Carver, George Washington

How the delicate, sickly son of a slave girl grew up on a farm in the Ozarks, evidencing his love of nature and growing things and how the gifted boy did all sorts of chores to obtain an education and become a distinguished scientist and creative chemist is related in an inspiring biography. The simplicity and dignity of a great man are portrayed.

Corporal Bess

Corporal Bess is the story of a very intelligent dog, aboy's love for it, and an understanding mother. Children who read it can recognize many of their own problems and learn how they have been met in this family.

Dear Bought Land, This

The story of the founding of the Virginia Colony, the hardships and dangers which constantly threatened the colonists, and the outstanding leadership of John Smith. This book is a Newberry Award Winner, 1957.

Dobry

The setting of this story is in Bulgaria, a country once oppressed by the Turks. Dobry has a burning desire to be an artist. His father had been a farmer which his mother wished Dobry to be. Fortunately, grandfather was an understanding and a very wise person. Many old customs of a fascinating country are learned while Dobry's problem is being solved.

Don Quixote

The hero of this great comedy of illusions, Don Quixote, saw life in the color of high flown romance, and thought of himself as a magnificent hero setting out on the quest of reforming the world and bringing glory to himself. The preface explains why the story is abridged.

Door to the North

A story of historical fiction, adds to the fact that the Vikings were the first European people to land on the continent of North America. In the court of King Mangus Eirikson of Norway, in the year of 1360, Paul Knutson was chosen to lead a band of men to Greenland to find the lost settlement which was believed to have turned to pagan worship. The ship, the Knarr, arrived in Greenland without mishap, visited the Eastern Settlement and sailed on to the Western Settlement. They found evidence to make them think the settlement had not returned to heathen worship and so followed these clues into the land far to the south, the land of the skraelings. The author conveys clearly the many incidents of high-riding adventures, moments of tenderness and tradegy, and the great joy of finding the Greenlanders. A rune stone was made and left to tell of the expedition, before they left to return to their homes. It remains today as one of the few evidences that the Vikings were actually on North America.

Edge of the Forest

With deep perception Agnes Smith has created a beautifully written story of forest creatures and of people who lived so near and yet so far away, and whose lives were all touched with a strange selflessness through the love of one small black sheep.

Fish Hawk's Nest

While a fiction story, it is based on true facts. The time is the War of 1812. The story is about smugglers and what two brothers did to expose one man in the community and break up this unlawful trade.

Gaudenzia

This magnificent book is a true story of the Palio - a thrilling heart-stirring tale of a boy and a beautiful half-arabian mare who won undying fame. The cart horse Gaudenzia, is lamed in one of the wild races and it is Giorgio'devoted care that brings her back to health. All the rich pageantry and medieval splendor that surrounds this race of Siena, Italy are captured in the text and the glowing illustrations.

Gay-Neck

The story of a pigeon, 197 pages - grades 6-9. Awarded the Newberry Medal 1928. The thrilling story of a carrier pigeon who begins life in Calcutta, goes to France during the war to serve as a messenger and eventually returns to his young master in India. Although the book is permeated with Hindu philosphy, it is written with an understanding of the Western Mind; and interwoven with the thrilling adventures of the tale is the Hindu point of view that thought is more real than action, and that meditation upon courage and love can banish fear and hate even in the heart of a pigeon.

Good Master, The

A story about the boy Janci who lives with his mother and father, the "Good Master" on a farm in Hungary; about his cousin, Kate who comes from the city to live with them, and whose headstrong ways and temper are set right by the kindly understanding of the Good Master; about Kate's and Janci's races on horseback across the plains, their fun at the fair, their trouble with the gypsies; about the shepherd who made wood carvings, and whose talents for telling tales kept the children listening till sundown-- a colorful story of the customs and people of the great Hungarian plains.

Great Wheel

It was Conn's Aunt Honora who probably from the tea leaves in his cup told that the Irish lad would find his fortune in the West and ride the greatest wheel in all the world. This is the story of Conn's imigration to New York working with his contractor uncle and then on to Chicago with yet another uncle to work on the construction and operation of the Ferris wheel at the Columbia Exposition in 1893.

Hitty

Hitty, an ashwood doll made by a peddler for little Pheabe Prebble of early New England has many exciting adventures to relate in her autobiography. Such events as mutiny on a whaling vessel, discovery by a snake charmer and a surreptitious trip to hear Adelina Patti in grand opera keep the story moving. There is much motivation for research into the background of the period.

Holmes, Justice, Mr.

Soldier and citizen, and a justice of the United States Supreme Court for 30 years.

Ice to India

After the War of 1812 in which the British had sunk or captured many merchant ships, the owners of such fleets found themselves facing the problem of re-building their fleets or bankruptcy. This is the story of what one of these owners did. Intrigue and danger plus mutiny at sea hold the reader's interest. Boys will especially enjoy this book.

Incredible Journey

A young yellow Labrador retriever set out with his two companions, a Siamese cat and an old bull terrier, on a 250 mile trek through Canadian wilderness, exposure, bobcat, and bear - and resist the human beings who would detain them. They bring good fortune to the Objibway Indians, comfort to an old hermit and love to a lonely little girl.

Jefferson, Thomas

Much history is given in this interesting biography. It begins with Jefferson's boyhood, his school days, the days before, during, and after the American Revolution, and part he played in it.

Keep the Wagons Moving

Keep the Wagons Moving is Jason Colt's story in moving to Oregon with the wagon train to settle on the land and make a home for his mother and younger brother and sister. The story begins in Independence, Missouri. The wagon train is preparing to move out when Jason's younger brother Sammy appears. Sammy ran away from home and has been hiding out until he is sure that Jason can't semd him back. But Jason orders him home to remain until their mother leaves the home in Illinois. Jason's adventures in driving a neighbors wagon through and Sammy's experiences as a French renegade prisoner makes this an exciting story.

Keller, Helen

This recent biography of Helen Keller is written sympathetically and with understanding of the life-long devotion she has had to bettering the condition of the blind and deaf throughout the world. It deals especially with the development of the humanitarian movement of the late nineteenth century and many of the people who were active in it. It emphasizes the change in attitudes toward the handicapped and the unfortunate that came about at this time. At the end of the book is a key to the one hand alphabet that Anne Sullivan Macy used in communications with Helen Keller. This adds interest to the book and helps ont to understand how persistent and laborious must have been the efforts necessary to learn communication by this means.

King of the Wind

A story of a fiery Arabian stallion who became one of the most famous horses of all time - the legendary "Godolphin Arabian". Born in the stables of the Sultan of Morocco, his adventures take him across France and into England in one exciting incident after another. Time after time disaster almost overtake him. It is a story of the changing fortunes of the royal-blooded horse and the slim brown horse boy who cares for him.

Light In The Forest

A white boy taken by the Indians and reared as one of them, faces the supreme test. Author strives to give an authentic sensation of life in early America. In records of the eastern border, the author was struck by the number of returned white captives who try desperately to run away from their homes and return to their Indian foster homes and Indian mode of life. This story presents two civilizations and ways of living with the problem the boy faces. Author hopes this will lead to understanding and toleration of other ways of living today.

Lion Boy's White Brother

Simba, named for the lion, looked toward the day when he would become a warrior of his tribe. In the meantime he cared for his brother(s cattle, hunted and learned the laws of the veldt and the jungle. Simba meets Jack, a white boy his own age on safari , and rescues him from a terrible danger. True to a saying of Simba's tribe- "dan -- ger shared makes men brothers" - the boys become fast friends and have a great adventure. This adventure is their part in the search by the white boy's father for a rare medical herb known to the natives. The friendship between Jack and Simba leads to success in this search.

Little Britches

As a youngster, the oldest boy of a big family, Ralph Moody lived valiantly through the ordeal of helping to establish the family on a barren Colorado ranch, starting from scratch in a broken-down 3 room house. This first person chronicle of a happy though harsh boyhood shows co-operation necessary when family was struggling against insurmountable odds in a pioneer environment. Especially good father-son relation ship.

Master Simon's Garden

The plot centers in the home of Master Simon, an idealist and patriot. A romance of American history full of ships and Indians, war and treachery, witches and heroes, which starts and ends in Master Simon's wonderful, old garden in New Englsnd.

Miguel, And Now

Miguel Chavez held in his heart a secret and yearned to go with the men of his family to the Sangre de Cristo Mountains. He lives near Taos, New Mexico, where the members of the Chavez family have lived on a sheep-raising farm for many generations. Miguel who tells the story is not the oldest member of the family, not the youngest either - too young to get everything he wanted - like his brother Gabriel, tool old to be happy with every thing he has, like little Pedro. This is Miguel's problem , why he has a secret wish and why he tells this story. It is last great adventure of a boy and his first great adventure as a man.

Misty of Chincoteague

A story of two wild freedom loving of Chincoteague Island - a beautiful mare and her colt, Misty and of Paul and Maureen who have their hearts set on owning them. How they help to capture Phantom and Misty and then almost lose them - how they astonish the islanders by taming the almost wild mare and how they win their final triumph on Pony-Penny Day.

Muir, John

He was one of the first Americans to realize that forests should be protected by the government. Through his efforts, Yosemite and Sequoia National Parks were established.

Narcissa Whitman

Story of a girl, who in 1836 set out from New York for the unknown western country. Now Oregon. With her husband, a medical missionary to the Indians, she went as a teacher. She was the first white woman to cross the mountains into Oregon territory and she fascinated the Indians with her long blonde hair. Story of a great woman who suffered many hardships, worked constantly to help the Indians and in the end lost her life at their hands.

Musa, the Shoemaker

Musa, fourteen years old and lame was apprenticed to the village shoemaker. Musa's adventures in Oran where he has been taken to the hospital, tell of the dangers and eccitement of the long trip through the desert and the wild, wicked streets of the city all of which brought Musa closer to the honor and fame he desperately wanted to give his village.

My Side of the Mountain

This is a unique and exciting first person account of a modern boy's adventurous experiment in complete self sufficiency. Same Gribley recounts in detail his experiences his emotions and reactions, his minute observations of the weather and the plant and animal life during the changing seasons of a year he spends all by himself, "living off the land", in a remote area of the Catskill Mountains.

Nicholas and the Wool Pack

This is an excellent story of medieval England. It manages to work a tremendous amount of material on the guilds in fifteenth century England as well as England's relations with the Continent. There is also a mystery element and a love story of a sort included. The writing is well done, and the illustrations are excellent.

Nuvat the Brave

A thrilling account of how Nuvat while hunting for seal was carried adrift on an ice floe to an uninhabited island where he lived for two years before being rescued.

Onion John

Andy Rusch, Jr. had a lot of friends in serenity, the town where he lived. But his best friend was Onion John. Onion John lived up on Hessian Hill in a house he built out of piled-up stones and four bath tubs (no running water). He ate onions like Andy ate apples. When the Rotary Club tried to transform Onion John's way of life, everything changed. The conflict between father and son is told with humor and gusto, and most of all with compassion.

Palace Under the Sea

The adventure of underwater exploration, with its excitment and obvious dangers, has been here combined with a fascinating picture of Turkish life and the rich cultural past of the Aegean region. The story deals with Tracy Scott, son of an American colonel, who thought he wouldn't like living in Turkey at all.

Prince and the Pauper, The

This is the story of a pauper and a prince who, through an accident, changed places. Each learns to see the other's world in a new light. Story gives a vivid picture of 16th century England. In addition, it is humorous and adventurous.

Red Cap Runs Away

Redcap lived during the days of minstrels in early England. The story is about his great desire to be a minstrel as his famous uncle was, and his struggle to accomplish this. Brings out fact what looks glamourous may not be.

River at Green Knowe

Three children could not imagine a more perfect place for a holiday of pure adventure. Ida, Oskar and Ping were thrilled to discover the ancient manor house of Green Knowe set aside a wonderful river strewn with islands.

Roosevelt, Theodore

Even as a sickly boy, Theodore Roosevelt has interesting adventures and traveled to fascinating faraway places. The story of the courageous fight for health, his life, as a hunter, and his service to his city, state and country is thrilling to read.

Safari, On

The story of a boy who learns to be an explorer. The setting is in Africa. The reader learns what it means to be an explorer, what it takes in the way of equipment, scientific knowledge and skill.

Scotty Allan

Because of his love of animals and his exceptional ability to handle them, Scotty, was picked to oversee the shipment of valuable horses to Am. His love of adventure early led him to seek his fortune in the Klondike during Jack London days and due to "Scotty's" efforts the Alaskan Sweepstakes was instituted which put Alaska on the map helped improve the breed and treatment of that most necessary friend of man in the Artic - the malamute. Later "Scotty's" services were needed by his Government to train dogs for duty in the Alps.

Secret Garden

An out-door story of what fresh air, sunshine, interest, and finally work did for one little "shut-in".

Secret of the Andes

Tells the story of the grace, pride, and dignity of the Incas in the grandeur of these beautiful mountains.

Silver Sword

This book is touched with greatness. There is nothing idealized about Ruth, Edek, Bronia, and Jan. They are real children of the war and they achieve the impossible. Within an hour after Germans came for their mother, the Balicki children's native Warsaw held neither home nor parent. A warm story about very real children, it is also a profoundly moving book which speaks eloquently to young readers of love and hope and courage in our own time.

Swiss Family Robinson

First appeared 1913 in Zurich. Tale of a Swiss family ship-wrecked on a desert island. The very improbability of this tale makes it delightful. They did sail in tubs says the Spectator, and train zebras

They Helped Make America

A group of eleven historical plays.

Thunder of the Gods

With her earlier Sons of the Volsungs and stories from the Browulf saga, Mrs. Bosford established herself as an accomplished teller of hero tales. Now out of her own experience in using them with children, she has retold fifteen tales from Norse mythology with a direct simplicity that gets right at the heart of the matter. Children will pick this book to read themselves, I think, more readily than they fo Colum's Children of Odin or Brown's In The Days od the Giants.

**Trail of the Little Paiute**

Depicts the character of the Paiute Indians in the south west.

Treks Across the Veldt

This book is a graphic account of an expedition into the African veldt to capture and bring back alive wild animals native to the region. Each capture gives a detailed description of a true adventure with one of the animals. These experiences make exciting reading. Boys particularly enjoy it but girls like it too. The book which is exceedingly well written begins with a magnificient description of the African dawn. There are many other descriptions of the scenery, animals, and people which are also fine. The vocabulary is challenging but not so difficult as to discourage reading.

Tremain, Johnny

Setting is the American Revolutionary War days. Much history is learned while reading this story of how proud, headstrong Johnny learns to face difficulties of having his career ruined by a crippled hand.

Trumpeter of Krakow

Awarded the Newberry Medal, 1929. How the commemoration of an act of bravery and self-sacrifice in ancient Krakow saved the lives of a family two centuries later. In this story of Poland there is adventure and mystery aplenty for older boys and girls. It is historically accurate. It is written in a sober and informative style which presents the medieval background that every child loves.

Warrior Scarlet

In this book you will discover the rituals and traditions of the tribesmen and how young boys are trained in the art of hunting for food and clothing, how the king of all the tribes was chosen and crowned, and you will even see the first iron tool. Read about Drem and how he trained for three years in the Boys' House waiting for the day he was to be fifteen and would face the wolf test.

WaterlessMountain

Waterless Mountain us a sincere and beautiful story of a present day Navaho Indian boy full of imagination and poetry and the dignity of his race.

What Then, Raman?

12 year old Raman has to leave school, and he is only one in his Indian village able to read and write. Story slow-moving at first but gains momentum when an American woman hires him to find wild flowers for her painting and questions his use of his education. His answer to her challenge gives depth to the book. Recommended for its theme and its vivid picture of a way of life in India.

Wheel on the School, The

The story of Janus, an unhappy handicapped man who became bitter with life and his community when forced to spend his days in a wheel-chair. The plot is built around the importance of the storks building nests in a village for such brought good luck and how a community made possible by putting a wheel on the school. While this is being accomplished, Janus found himself and became a loved member of the community.

Wind in the Willows

This story was written in 1908. It is about animals such as would be loved equally by young and old.

Winter Danger

The story of Caje whose mother was an educated and cultural woman and whose father was an anti-social person who spent much time in the woods alone and away from his family. When Caje's mother passed away, his father tried to follow his wife's wishes. Life became quite complicated and many problems arose. The reader learns that in face of real trouble people show their true selves.

Witch of Blackbird Pond

Awarded the Newberry Medal 1959. Kit Tyler left her luxurious home in Barbados to visit her Puritan aunt in colonial Connecticut. While there she became friendly with Hannah, the witch of Blackbird Pond. This friendship caused a terrifying witch hunt and breath-taking trial from which ordeal Kit was saved by a child she had recently taught to read. Strong plot, fully realized characters, and convincing atmosphere distinguish this historical narrative of a girl (who rebelled) against bigotry and her Puritan surroundings. The New England of colonial days - of candle dipping, soap boiling, and corn husking is realistically drawn as background for a solidly written character study.

Wonderful Winter, The

The sto describes a winter in the life of a young English nobleman who ran away from home to London where he met a famous actor and became a member of his household. The action takes place in the reign of Queen Elizabeth the First, between the autumn of 1596 and the spring of 1597.

World Song

Patrick Joseph Barrington, better known as "Red" had lived happily with his parents in Middlebury, Illinois and had spent long vacations with his grandfather on the Navajo Reservation. While visiting his grandfather, he had made many Indian friends and understood the Indians well. But when Red's father moved the family to Costa Rica, Red could not make new friends so he became a lonely, unhappy lad. Finally, because of a mutual love for the beautiful yellow warblers, Red and Juanito became friends. This story teaches the lesson that the basis of friendship is sharing common interests and understanding. There is a mystical theme in the story, also, that contributes to the effectiveness of the tale.

# LITERATURE BOOKS

## GRADES 7 and 8

### Agassiz, Louis

Louis Agassiz was one of the earliest of our natural scientists. This book will have great appeal for boys and girls with an interest in natural science, but it will have appeal for others as well. The action of the book travels to several countries and introduces persons from every day life as well as famous people. It emphasizes the purposeful planning and determined pursuit of Aggassiz in attaining the goal he had set for his life's work.

### Black Arrow, The

The Black Arrow is the story of young Dick Shelton and his friends during the War of Roses in England. It was a time when friends changed overnight into enemies and treachery and treason were on every hand. The adventures of Dick and his strange little compnaion Matcham, and the story of how Dick was finally made a knight are as thrilling as any Robert Louis Stevenson ever wrote.

### Captains Courageous

Tells a dramatic tale of misplaced young person, one thrown suddenly out of his usual environment and confined ina life different from any to which he has been accustomed. An American boy of strong ancestry, he had been spoiled by a too-busy father, a doting mother, and use of too much money. Real life hits him hard, clears away harmful habits of thought and action, makes him a real man.

### Carry On Mr. Bowditch

This is the story of Nathanial Bowditch who grew up in a sailor's world, starting as a ship chandler's apprentice. All of his spare time was spent in learning about ships and the sea, about mathematics and astronomy. Before he was thirty he had written "The American Practical Navigator" which now, more than 150 years later is still "the sailor's bible" and a standard text in the U.S. Naval Academy.

### Churchill, Winston, The Life of

This biography of one of the great men of our time is approached in a way attractive to boys and girls. Wibberly emphasizes the youth of Churchill as well as showing the romance and adventure in the long and varied life of an outstanding statesman. The Life of Winston Churchill should prove to be an excellent supplement in several ways to the eighth grade study of twentieth century America and the world.

Cooper, Peter, The Lives and Times of

Peter Cooper's rise from poverty and obscurity to immense wealth and fame (1791-1883) coincided with, and played a significant role in, the growth of his city of New York from town to metropolis, of his country from 13 small states, seems to have been active in almost everything that happened in those years. He resembled Franklin in the breadth of his interests and talents and in his exuerant personality. He built a steam-engine, the Tom Thumb; through the use of structural wrought iron beams, he revolutionized the building industry; and he founded the still flourishing Cooper Union for the Advancement of Science and Art which has given a free and excellent education to thousands. Energentic, optimistic, generous, and joyous, he makes a delightful acquaintance as he appears in this book. An excellent political and social history.

Dickens, Charles

May Lamberton Becker brings Charles Dickens to life in our time and does it without violating the confidence of the young explorer of books bent on making his or her choice. Mrs. Becker has given to readers of any age a poigant and constructive reminder that Charles Dickens is a power to be invoked in the need of the twentieth century no less than the nineteenth.

Drawbridge Gate

A story of life in 15th century England in the days of King Richard and Dick Whittington when guilds with their apprentices feuded with each other. One learns that many problems of that day are similar to ones we have today, and that human behavior has not changed.

Essays for Modern Youth

Contributions by - H. Allen Smith, Robert Benchley, George Jean Nathan, George S. Kaufman, J.B. Priestley, George Bernard Shaw, Thomas Carlyle, Carl Sandburg, Thomas Paine, Francis Bacon, and Ralph Waldo Emerson.

Ghandi, Fighter Without A Sword

Mohansas Ghandi, one of the world's greatest figures, has already become a legend. In this book Jeanette Eaton shows him as a human being.

Hie to the Hunters

Among writers who have found their roots in the fertile regional soils of America, perhaps none have found them so surely as Jesse Stuart in his native mountains of Kentucky. In Hie to the Hunters, he has richly expressed the hardy individualism of life among the fox hunters and tobacco farmers of Kentucky.It is also the chronicle of a region; the Kentucky hill country, perhaps the last section of the United States where tradition of the pioneer is still intact, a tradition of simple toil and simple pleasures in a setting of magnificient unspoiled natural beauty.

Jareb

Jareb is more than the story of a boy and his hound dog. It is a rich, full picture of a fight for existence on the part of a poor, proud people. It is a story of pine tree forests, the men who have destroyed them, and the men who are restoring them. Violence and even death play their part in Jareb's story.

Mara, Daughter of the Nile

Through the story of Mara, an Egyptian slave, this book presents the pictureque daily life of the Egyptians - the shopkeepers and their shops in a vivid movement of the marketplaces; the colorful flow of activities; and sumptuous luxury of the royal palace's rooms and their occupants.

Master Skylark

A picture of English life during the time of Shakespeare. Excellent description - exciting plot - good basis for character discussion. Colorful characters.

Nisei Daughter

Monica Sone lived her early life in Seattle and did not realize until she was ready for school that she was any different from most of the people around her. At that time, she had to enter a Japanese school and become conscious of racial differences and race feelings. Miss Sone discusses her life and the life of her family in relocation camps during World War II, but she does it with a fair look at racial feelings and never without a sense of humor. Part of the book is laid in Indiana where Miss Sone attended a Presbyterian affiliated college in the southern part of the state.

No Other White Man

Many years ago, at the mouth of the Missouri River, a strange boat carrying a strange cargo, and with a strange crew, set out on the strangest expedition the world has ever known. There is a peculiar fascination in this, the Lewis and Clark expedition which was one of the most daring feats and thrilling adventures of all times, their trip through the Northwest where before their coming there had been no other white man.

Red Chair Waits, The

The Red Chair Waits is the story of an educated Chinese girl who rebels against the Chinese custom of betrothal of a girl in infancy to whatever boy her parents choose. The theme is suitable for older children but the material is too easy. The reading is not difficult enough for excellent eighth grade readers.

Railroad to Freedom

This book tells the story of Harriet Tubman, the Negro girl who escaped from slavery herself and then brought more than 300 of her people to the North and freedom by way of the Underground Railway. Many dramatic incidents - fine story of a person and a period.

Salomom, Haym (Son of Liberty)

This is a story of a business man who was a great American patriot. It is also the s tory of some of the things that lay behind the American Revolution. It is about a banker and a broker who died in an unsung battle, that his country might be free. Here is the story of all those who fought long, silently, and uncomplainingly against three great enemies of young America; poverty, starvation, and bankruptcy. For without their contribution of money to pay troops, to buy food and guns, even George Washington could not have kept an army in the field. The Revolution lived, in great part, because these men believed in it, because they stood as security for a nation that had no security.

Schweitzer, Albert

A biography written for teen-agers. It begins at birth of sickly infant in Alsace, takes reader through childhood, musical education, college campus to the age of thirty when Schweitzer decides to become a medical doctor and prepare himself to work with natives in the jungles of Africa. It describes his work with the natives, his return to Europe as a prisoner of War, his contributions in the field of writing, his fund raising activities to rebuild his hospital in Africa, his subsequent return to his beloved natives and the one and only trip to America.

Secret Beyond the Mountains

A story of the days of Genghis Khan which is unique in its description of the great Mongol hunt. Thousands of warriors spent two months driving the wild animals into the hunting area. Taikal violated the law of the hunt by slaying a strange black and white monster to save the life of his commander. He was disgraced. To redeem himself and to solve the mystery of the strange animal he and his friend journeyed to Lhasa. In discovering the secret of the beast they uncovered a plat to overthrow Genghis Khan. Well integrated story of an exciting period.

Sirga, Queen of the African Bush.

Spell-binding jungle tale of the career of a lion and of an African bush boy movingly entwined - from the day they are born, each destined to become a ruler, through a blissful early companionship and later separation when the boy is captured and enslaved, up to a final reunion in the lion country. Sirga is now ruling the Lions' Kingdom, and Ule, a chief's son, becomes a leader when he re-establishes the village which hostile warriors burned. The almost mystical attachment between boy and beast, the poetry of the jungle law, and the extraordinary atmosphere in an admirable translation of this remarkable book. Approaches the great tradition of Kipling.

Stickeen

A story written by John Muir, the great naturalist. It is a story of his experiences on a glacier with the dog Stickeen.

Swiftwater

This is one of those rare novels that capture the wonder of wild places and at the same time pulse with warm humanity. The locale is an isolated section in the north woods of Maine and New Brunswick. Against an authentic background, Paul Annixter develops the central theme of his story, the lonely struggle of Bucky and his father to realize the dream of a life time by establishing a sanctuary for wild geese which pass over the Maine woods twice each year.

Teacher, Anne Sullivan Macy

A story by Helen Keller about her teacher.

Thomas Cather's Journal of a Way to America in 1836

Record of a journey to America. Concerned mainly north American society, some American cities, and the main political figures of the time, Andrew Jackson, Martin Van Buren and Henry Clay - whom the two young Irishmen seemed to have no trouble in meeting. Thomas Cather observes shrewdly and speaks his mind with wit and vigor on the places he visits and the people he meets.

Those Innocent Years

The biography of James W. Riley placed against the background of his time- the big gingerbread houses - the wide verandas - the quiet tree-lined streets and comfortable Sunday dinners of the Midwest.

Treasure Island

First published in 1882. A masterpiece among romances for boys; a story of piracy and concealed treasures in the middle of the eighteenth century; the characters nearly all of a sinister kind. The scenery of isle and ocean contrast vividly with savagery of the action.

Tree of Freedom

In the year 1780, thirteen year old Stephanie made the long trek from North Carolina to Kentucky where her family had a tract of rich new land waiting for them. She and her brother Noel, hard-working, capable member of the family, sought too for something more to bring to their new home - beauty, and held to this despite ever present fears of Indians. A story in which the development of the individual characters keeps pace with the drama of events.

Viking's Dawn

Is a saga of the Vikings as they were - as they lived and talked and fought ruthlessly. It is the story of Harold who shipped on a new vessel, the Nameless that sailed for plunder and fortune along the coast of Scotland and the Irish trade routes - where disaster befell. Suffering and hardship and triumph left Harold older and wiser.

Vienna Woods, Nature Stories From The

Lilli Koenig has chosen the wild life around her home in the deep woods near Vienna as the subjects for her delightful animal biographies. Each tale is the life story of an animal, full of adventure and yet scientifically accurate and informative.

Windows for the Crown Prince

A delightful book for the strongest readers. Mrs. Vining, a Quaker, is invited to become the first Western teacher for the Crown Prince of Japan. Her purpose is open windows for where windows are open, there is light. Pupils become familiar with life in Japan after the war, learn respect for the Japanese people, ruling family, and attempts of the American Occupation to introduce democracy into Japan.

Words from These Myths

In this book the author Isaac Asimov explores the Greek myths to discover the roots of hundreds of words that have entered our daily language and the results are equally fascinating.

Washington, Booker T.

The first full authoritative biography of the great Negro educator and inter-racial interpreter, based upon prolonged first hand research. Basil Mathews is not only a skilled biographer, but is peculiarly qualified to estimate the lasting signi-ficamce of Booker Washington's life and the light it throws upon the crucial problems of today.

Yellow Hat

The principal characters in this story of Chaucer's London are teen-age young people, who have many adventures. The story gives an excellent back-ground and account of Wat's Rebellion and contrasts living conditions and attitudes of the town and rural areas in that period. The part played by the Church is also brought out. Chaucer is introduced as a minor character and given a fine interpretation.

Young Fu

This story opens with Young Fu's arrival in Chung King with his widowed mother to make a new home. He is apprenticed to Tang the coppersmith and the books relates his adventures, and his troubles and his development while learning his trade in the great Chinese city where misery, poverty, and fear are rampant. His experiences are human and touched with humor. Young Fu learns many things in the course of the story and these lessons provide the basis for many discussions.

Ascent of Everest, The

This is the full and detailed account of the climbing of the highest mountain in the world. Here are related the reasons for trying to climb it, how much success depended on careful planning, and close-knit teamwork.

I Was Just Thinking

A book of essays selected by Elinor Parker. The selections range from the writing of Francis Bacon to the subtle humor of E.B. White. It contains such titles as "On Visiting Bookshops" by Christopher Morley, "Where I Lived and What I Lived For", Henry D. Thoreau and "There's No Place Like Home" by James Thurber.

## LITERATURE BOOKS

## GRADE 8

### April Morning

The familiar story of Lexington and Concord takes on freshness, immediacy, and deeper meaning as it is related here to 15 year old Adam Cooper, son of a Mass. farmer. During that fateful day in April, 1775, Adams is catapulted from childhood into maturity as he signs the muster roll, sees his father shot down on the village green, and joins the reassembled colonial militia in their ambush of the British regulars. Reinterpreting historical events in terms of human experience the author of Citizen Tom Paine has written an unpretentious novel filled with humor and pathos.

### Copperfield, David

An autobiographical novel reflecting the life of England and especially of london in the early part of the nineteenth century. The history of David Copperfield's growth from infancy to manhood among such friends as Peggotty, Little Em'ly, Mr. Micawber, the willing Barkes, and great-aunt Betsy Trotwood.

### Face to Face

This is an autobiography of a boy born in India. Because of an illness, he is left blind as a young child. The story deals with his desire and determination to become educated in spite of his handicap. He has some training in India, which is interrupted by the violence of the political separation of India and Pakistan. He later has an opportunity to come to the United States to complete his education.

The book is uited to a good seventh grade class or to eighth grade. There is much to discuss in the way of determination, setting one's goals, self-reliance, and religious tolerance.

### Fifth Chinese Daughter

The Fifth Chinese Daughter, an autobiography of a San Francisco second generation Chinese-American girl. This is a delightful book, easily read by 7th and 8th graders. The adjustment to American customs, work, etc. produce many conflicts within the individual who has been reared in an Oriental style home. Emphasis on Chinese morale, patriotism for the adopted land, family loyalty and personal integrity help in character education of the reader.

### Lorna Doone

John Ridd's story of his childhood and love for Lorna Doone - a good plot development - picture of rural English Life - has fascinating characters.

### Mill on the Floss

This is the story of the Tulliver family in England of a hundred years ago or more. It is a very fine character study suitable only for very mature eighth grade.

### Mysterious Island

A desert island story of five castaways who find themselves on an uncharted island in the Pacific Ocean after escaping in a balloon from Richmond during the Civil War. They become colonists creating a whole new world. This is the story of their struggle against hurricanes, pirates, and wild animals, and the dangers facing them when they learn the secret of the island.

Oregon Trail

A fascinating and true record of the adventures of Parkman and his four companions as they join the great western movement that took place in 1846. He tells of life on the prairie, encounters with hostile Indians, buffalo hunts etc. Of great value as a picture of true Indian of the Plains.

Poe, Edgar Allen, Stories of

Selected Short Stories - including The Fall of the House of Usher, The Gold Bug, and The Pit and the Pendulum etc.

Shakespeare, Wm - Selected Play of:

Included in the plays are King Henry IV (Part I), Much Ado About Nothing, Hamlet, Prince of Denmark, King Lear, and The Tempest.

They Stand Invincible

This group of biographies encompasses many different countries. Some of the subjects of the biographies may not be familiar to us, but they are men who are leaders in tjeir own countries in a struggle to remove social and economic barriers, to raise the dignity of all men and women throughout the world, and to promote justice and peace everywhere. They Stand Invincible will promote a better understanding of the internal problems of each country studied as well as portray the determination, faith, and love of mankind harbored in the hearts of the men whose lives are related herein.

Three Musketeers

Written in 1844. "D'Artagnan arrives in Paris one day in 1625 and manages to be involved in three duels with three musketeers .. Athos, Porthos, and Aramis. They become D'Artagnan's best friends. The account of their adventures from 1625 on develops against a rich historical background of the reign of Louis XIII and the early part of that of Louis XIV, the main plot being furnished by the antagonism between Cardinal deRichelie and Queen d Autriche.

Victory at Valmy

Dramatic adventure story. Takes place in the early years of French Revolution. Its hero, Pierre, was a gifted youth of poor people. He was befriended by a woman of the nobility who took him into another world and developed his ability as an artist. He discovered a world of rank and prejudice, made a mortal enemy of a powerful nobleman and fell in love with his daughter. Romance is important but books gives a marvellous picture of the Revolution as seen by Pierre in Paris. The struggle told in human terms assumes greater reality than just a chapter in a history book. The mobs of Paris are made to seem very real and menacing and add significance to the mobs of Paris today.

Walls of Windy Troy

A competent, well-balanced biography portrays the 19th century archeologist as a man dedicated to a dream of finding Homer's Troy. It traces Schliemann's early years spent amassing a fortune, attributing his drive for financial success to his desire to achieve his dream. Describes in detail his search for the site of ancient Troy, his excavations and discoveries.

Yearling, The

A story of the southern peninsula, has its setting in Florida. Far back in the Everglades. The author has portrayed these people, she knew so well and with whom she lived, in a vivid manner. She makes you see their country and feel as they felt in giving their philosophy of life to you. Beyond the sorrow of the two yearlings, Jody and Flag, you will rejoice in the lovely things in the world of these people, in their laughter and courage with which they accept the power of life itself. This book is written beautifully in poetic prose and has a definite literary style; it is a book long remembered.